

Blended Learning approach to Entrepreneurship Education in Tertiary Institutions in Anambra State of Nigeria

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Abstract

This study explored the application of blended learning approach to teaching entrepreneurship education in south eastern Nigeria. Specifically, the study aimed at examining the integration of blended learning approach to the delivery of entrepreneurship education and the skill gaps that exists mitigating against the optimal implementation of blended learning approach to program delivery. It also highlighted the challenges of implementing the blended learning approach to program delivery and measures that can be put in place in mitigating these challenges. The area of study was Anambra State of Nigeria, and the population used for this study were teachers of entrepreneurship in four government owned tertiary institutions in the state. A total of 390 questionnaires were distributed for this study. Frequency analysis was employed in analyzing the data and results showed that a low level of information and communication technology (ICT) skills and also bias towards rote learning methods are a major reason militating against the effective implementation of blended learning approach to program delivery. The study thus suggested therefore that sensitization programs on the advantages of blended learning approach to teaching business education and the adoption more emphasis on the use of ICT in teaching and learning of entrepreneurship education in tertiary institutions.

Keywords: *Blended learning, Entrepreneurship education, Teaching, Innovation.*

Introduction

The technology driven environment has created the need for a variety of educational delivery models that will enable recipients to increase their level of assimilation and makes for flexibility in learning. These delivery methods range from the traditional face-to-face teaching method in a classroom to distance learning approaches where participants do not meet each other. Emerging technology has made it possible that various modes of teaching can be used for program delivery. These include web-based instruction, e-learning, m-

learning, e-tutoring, e-mentoring, hybrid courses and blended learning models. Blended learning is a form of learning that is facilitated by the effective communication of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course (Adam & Nell, 2009). It combines elements of face-to-face instruction with elements of distant learning. According to Pittaway and Cape (2007), entrepreneurship directed approach to learning is based on the idea of experiential learning, in which new activity produces new

experiences and new thinking through reflection. Blended learning has also been described as an educational programme that combines online digital media with traditional classroom methods. It does not necessarily require the physical presence of both the teacher and student, with some element of student control over time, place, path or pace (Regha, 2015). Blended learning has also been described as a combination of classroom learning and online learning. It is a student-centred form of teaching and learning, which is aimed at catering to the different assimilation rates and learning styles of students. Blended learning has been referred to as hybrid learning and mixed mode learning, and it varies widely in design and execution from school to school.

Entrepreneurship education is a subject area that seeks to provide students with the knowledge, skill set, attitudes and motivation that enables them to have entrepreneurship success in a variety of settings and also ingrains in them the ability and aptitude to make use of opportunities for business success (Matlay, 2005). This subject area focuses on the development of skills or attributes that enable the individual to realize opportunity. Entrepreneurship education is geared towards promoting innovation by producing new goods and services, or new forms of product and service delivery. Entrepreneurship education is taught via various means, including classroom face-to-face method, through internships and industrial attachments and also via simulation and also through unconventional means such as games and competition. According to Chinonye, Akinbode, Ookundun and Agboola (2015), entrepreneurship education is best taught via a practical approach such as exercises in business building, budgeting and marketing, in order to equip students with the requisite skills and attitudes needed to excel in entrepreneurship. A blended learning approach brings an advantage in the teaching

and learning of entrepreneurship education because the measurement parameter for knowledge is successful start-up and management of an enterprise. Furthermore, Botha (2010) in his study mentioned that entrepreneurship education is aimed at motivating students to develop not only the technical skills required for entrepreneurial success (such as budgeting skills, marketing skills, product development skills), but also the attitudes that are vital (such as ability to deliver result under pressure, ability to delay gratification) for success in enterprise.

This study is therefore aimed at exploring the application of a blended learning approach to delivering entrepreneurship education in tertiary institutions in south east Nigeria. The study specifically aims at examining the advantages offered by blended learning approach to the teaching of entrepreneurship education, the skill gaps that exist amongst entrepreneurship educators which militating against effective subject delivery via a blended learning approach and the measures that can be taken in order to bridge these skill gaps so as to ensure effective instructional delivery of entrepreneurship courses by business educators.

Literature Review

Entrepreneurship and Entrepreneurship Education

Entrepreneurship is important for the economic development of a country. According to Ahmad (2013), there is a positive direct relationship between the growth of businesses and economic growth in a country. Fayolle and Gailly (2008) opined in their study that entrepreneurship is the engine that drives economic growth, both in developed and developing economies. The author further mentioned that the rate of growth of an economy is positively and directly related to the performance of SMEs in the economy. In another related study, Matlay (2005) mentioned that

entrepreneurship leads to the increased establishment of small and medium scale enterprises (SMEs) which is the leading employer of labour in every developed and developing economy. The author further mentioned that SMEs amount for 57% of the employment in the United States of America, 61% in Japan and 66% in Germany.

Entrepreneurship also contributes immeasurably to every economy. According to Gachanja, Nganga and Maina, (2016), SMEs form the bedrock of the economy of developed and fast developing countries. Furthermore, Adam and Nell (2009) mentioned that SMEs account for 49% of the Gross Domestic Product (GDP) of the United States of America, more than 60% of the GDP of China and more than 50% of the GDP of Germany. It is as a result of this that economists, political leaders and educators believe that fostering a robust entrepreneurial culture will maximize individual and economic success and also social success on a local and national scale. Growth in entrepreneurship brings about the development of rural areas, and helps in quelling the challenges of urbanization hence growth in small businesses translates to overall economic development and prosperity of a community. Entrepreneurship education is the process of imparting on students the needed competencies, attitudes, knowledge and skill that is vital for success in entrepreneurship (Amuseghan and Tayo-Olajubutu, 2009). It is a subject area that equips its students with the necessary skills and abilities that enable them to utilize opportunities for enterprise in all circumstances. According to Pittaway and Cape (2009), entrepreneurship education is a subject that not only teaches people to be entrepreneurs, but teaches existing entrepreneurs to be better business people by equipping them with vital skills such as budgeting, time management, planning, marketing and fund raising skills.

Furthermore, the study mentions that the process of learning about entrepreneurship is unending, and requires that the individual student shows evidence of acquired knowledge by practically implementing what he or she learnt. Entrepreneurship education as a subject was introduced in tertiary education curriculum as a way of helping to meet the challenges of unemployment and underemployment faced by Nigerian youths. The need to get youths effectively and productively engaged in activities that will bring about benefit to the youths and the national economy at large. It involves the process of problem solving and inculcates risk taking, while equipping students with the creative problem solving skills that they need in order to utilize opportunities and create opportunities ethically for themselves and others.

In order to develop entrepreneurship, entrepreneurship education is needed. Individuals ought not to delve into entrepreneurship careers and pursuits without requisite knowledge and skills needed to make decisions and wade through challenges of entrepreneurship. According to World Bank report on SME (2014), more than 52% of SMEs in Nigeria fold within two years of inception. Additionally, the report further mentions that in Africa, SMEs on the average fold after one year of operation. This trend is caused by a couple of factors, which include, but not limited to; infrastructural challenges, economic conditions and limited knowledge and skill on the part of the entrepreneur. Entrepreneurship education also helps in equipping individuals with improved financial and economic literacy. With the wave of capitalism sweeping over the world, individuals develop a better understanding of the workings of capitalism and how to utilize available opportunities. Entrepreneurship education creates entrepreneurial thinkers, who are solutions focused and will engage in creative problem solving. In Nigeria,

entrepreneurship education is a vital component in producing an innovative and creative society as desired under the Innovative Human Capital Development Plan. In addition, it helps to ensure graduate employability amongst graduates of tertiary institutions. It aims at producing graduates from tertiary institutions with entrepreneurial attributes, increasing the number of entrepreneurs amongst graduates who will serve as catalysts for the achievement of economic transformation of the country (Botha, 2010).

The subject area of entrepreneurship education ought to be implemented in such a way that will effectively enable students to practicalize what they are taught. The usual approaches that have been used in tertiary institutions are;

- (i) Encouraging freedom with focus: This would enable teachers to inculcate in students the skill of personal decision making. In order to achieve these, teachers can vary their teaching methods instead of relying merely on demonstration and discussion. Experimentation which helps to question the entrenched ways of thinking (Rusu, Isac, Cureteanu and Csorba, 2012) can be included in conjunction with other methods.
- (ii) Teaching problem solving/experimentation methods instead of providing answers: The ability to acquire the skill of risk taking demands that students master the process of problem solving. Teachers should not answer students' questions always rather they should assist students to identify the problem solving skills adopted by entrepreneurs. Rusu et.al. (2012) observed that some entrepreneurs move things around till they become better, some merely simplify the issues, and some create new order from chaos. Through the above ways students are

taught to devise ways to experimentally test their ideas instead of running away from risks.

- (iii) Asking open ended questions rather than providing suggestions: Open ended questions lend themselves to several possibilities (Odia and Omofonwan, 2007). It helps students to acquire the skills of identifying problems and generating alternative ideas to solving a particular problem. Open ended questions help students to understand that problems of the society can be approached through different ways lead to brainstorming, divergent thinking and discipline the mind to create many solutions.
- (iv) Organizing workshop/conferences for students: During such workshops/conferences students will be encouraged to learn skills of management, creativity, and delegation of duty, among others, in order to tap into their inner talents (Amuseghan and Tayo-Olajubutu, 2009). Such workshops should de-emphasize workplace features- collectivity and solidarity, rights, and entitlements- rather self reliance ambition, competition and talent which move the burden of workplace protection /security away from employer to the shoulders of the individual freelance are emphasized. The above situation would lead to what is known as "knowledge economy".

Blended Learning as a Delivery Approach to Entrepreneurship Education

A blended learning method of program delivery is defined as an education teaching method that combines online digital media with classroom methods. It does not necessarily require the physical presence of both the teacher and the student, with some element of student control over time, place and path of program delivery. According to Garrison and Kanuka (2004), blended learning combines internet with digital media and classroom teaching method in order to

bring about optimal level of program delivery and increase level of student interest in the subject area. In another study, Harris, Connolly and Feney (2009) mentioned that blended learning results in a higher level of student achievement because it encourages students to work on their own in new concepts, take initiatives and also it frees teachers up to circulate and support individual students who may need individualized attention.

The blended learning method of program delivery has been extolled for improving student assimilation of knowledge and raising their interest in subjects they are taught. According to Asiyai (2013), the blended learning method of program delivery helps students in reaching their potentials by facilitating a simultaneous independent and collaborative learning experience, thus increasing level of student satisfaction. The author further stated that blended learning allows students to develop and learn at their own pace. In another related study, Regha (2015) mentioned that blended learning reduces educational expenses because the classroom is put in an online space and it essentially replaces textbooks with electronic devices that students can use to download study materials.

Despite of the advantages obtainable in the use of the blended learning method of program delivery, it is also beset with some disadvantages, especially in developing countries like Nigeria. According to Nsofor, Umeh, Ahmed and Sani (2014), information and communication technology (ICT) literacy serves as a significant barrier for students desiring to have access to online study materials, and also for teachers in disseminating knowledge via the Internet. Furthermore, Oye, Salleh and Iahad (2011) mentioned that due to limited ICT knowledge, teachers are unable to manage an online setting. Furthermore, poor internet network infrastructure also services as a

significant handicap in the effective delivery of classes using blended learning method. In spite of these challenges that beset the blended learning method, it has proved to be a veritable form of teaching and learning. Due to its unique mix of both classroom and online forms of learning, it increases student interest in the subject area. Furthermore, its feature of making it feasible that each student learn at his/her own pace, catering for different needs of students.

Entrepreneurship education is a dynamic subject area. Due to globalization, students of entrepreneurship education and entrepreneurs need to keep up with global best practices in order to compete globally. The internet for instance has made it possible for business to be transacted across the world within a short frame of time. Also, it makes it possible that people are able to showcase their products and services to a wide range of audience around the world, making it necessary that they have to offer products and services that serve the needs of a wide range of people and also meet international standards. The blended learning approach to delivering entrepreneurship education thus makes it possible that students are trained in the use of the internet in learning and service delivery. According to Baldwin-Evans (2006), the internet has made a myriad of materials available for students to learn entrepreneurship education. He further mentions that they are exposed to global best business practices and can also source for funds via the utilization of crowdfunding. The measure of increased knowledge level in entrepreneurship education is the ability to articulate and implement a business plan, no matter how small scale the business is. The subject encourages individuals and students to seek out and utilize opportunities for enterprise, surmounting any sort of challenge that might be present.

Blended learning method of program delivery exposes students on how to make

effective use of online platforms to acquire knowledge, share knowledge with each other and also learn about existing entrepreneurship opportunities (Odia and Omofonmwan, 2007). There has been an increase in online platforms for doing business, and utilizing these opportunities requires ICT skills. This development has buttressed the need for improved ICT knowledge and utilization capacity in order for prospective entrepreneurs to remain competitive in the business world. The use of blended learning method in teaching students entrepreneurship education equips them with the requisite skills that are required for utilizing the business opportunities that the internet presents. It therefore helps in bridging the digital divide and enables developing countries to meet up in ICT utilization.

Problem of the Study

Due to the worrying level of unemployment and underemployment in Nigeria, entrepreneurship has been established as a viable solution in solving this problem. However, studies have shown that student level of interest in entrepreneurship education is below par (Bassey and Archibong, 2005) Furthermore, Owokade, (2006) opined that students of entrepreneurship education are not adequately exposed to real life entrepreneurship scenarios of the digital age via simulation and internship. The classroom teaching method has proved to be ineffective as student interest in subject area is dampened by the limits of the tutor's knowledge in the field, lack of exposure to real life case studies and problem situations and the ineffective use of creative problem solving skills in entrepreneurship. Furthermore, the classroom method has been unable to cater for different needs of students, making many students to lose interest totally in the subject area due to the fact that they cannot follow up on what is being taught. It

is against this that blended learning approach, with varying learning scenarios is being suggested as a means of increasing student level of interest in entrepreneurship education.

The dynamism of the subject area of business education makes it imperative that students are taught vital skills and competencies that will enable them excel in a modern day business environment. Emphasis ought to be laid on practicability of the skills and competencies being taught and not on knowledge alone. The old traditional form of teaching has been seen to be unable to cater for this need and this brings about a need to inculcate innovative forms of teaching and learning in order to achieve desired results. This thus brings about a justification for a blended learning approach to the subject area of business education. This study thus aims at exploring the blended learning approach to the teaching of entrepreneurship education.

Objectives of the Study

The general objective of this study was to explore the application of blended learning approach in teaching entrepreneurship education. Specifically, the study aims at

- (i) determining the skills gaps that exist amongst teachers that could hamper effective teaching of entrepreneurship education.
- (ii) determining the challenges facing in the implementation of blended learning in teaching entrepreneurship education.
- (iii) Explaining the remedial measures that can be used in mitigating these challenges

Research Questions

The following research questions guided this study;

1. What are the skill gaps that prevent teachers from effectively using blended learning approach to deliver entrepreneurship education?

2. What are the challenges that militate against the effective implementation of blended learning in instructional delivering entrepreneurship education?
3. What are the remedial measures that can be used to mitigate these challenges?

Hypothesis

For the purpose of this study, the following null hypothesis was formulated

H₀₁ – Blended learning approach increases student level of assimilation of topics in business education.

Methods

Population for the Study

The population for this study is comprised of 390 lecturers directly and indirectly teaching entrepreneurship education in tertiary institutions in south east Nigeria (National University Commission, 2016). A combination of the simple random sampling technique and structured sampling technique was used to draw up a sample for this study. A total 390 lecturers were used as sample for the study, and they were drawn from the five government owned tertiary institutions in Anambra State. A total of 78 lecturers each were taken from each of the fiver tertiary institutions. These institutions are: Nnamdi Azikiwe University Awka, Nwafor Orizu College of Education Nsugba, Anambra State University Igbariam, Federal College of Education Umunze and Federal Polytechnic Oko.

Instrument for Data Collection

Structured questionnaires were distributed to the respondents. A total of 390 questionnaires were distributed with 370 of these questionnaires filled and returned, showing a return rate of 94.8%. A research assistant was recruited for the purpose of assisting in the questionnaire distribution and collection process. The instrument was validated by 3 lecturers in the Department of Business Education of the University of Nigeria. The instrument was distributed to a 15 respondents for a pre-test. Cronbach-Alpha test for reliability was carried out on the questionnaire and a score of 0805 was achieved, indicating a high level of internal consistency. Data obtained for this study were analysed using the statistical package for social science (SPSS) version 18. Frequency analysis was used for the purpose of this study. This was done order to ascertain the percentage frequency of response of the lecturers to the different items under the research questions. Results for the study are organized according to the research questions. The decision criteria was that any mean score below 3.5 is not statistically significant while mean scores above 3.5 are statistically significant.

Results

Research Question 1: What are the skill gaps that prevent teachers from effectively using blended learning approach to deliver entrepreneurship education?

Table 1

Mean responses of teachers on Skill Gaps in Using Blended Learning in Teaching

Entrepreneurship Education

S/N	Skill Gap	X	SD	Remark
1.	Low knowledge level in using the internet	3.57	0.55	Significant
2.	Low knowledge level in computer aided teaching	3.61	0.68	Significant

3. Inability to use Microsoft PowerPoint for presentation	3.72	0.72	Significant
4. Inability to use online virtual platforms for teaching	3.92	0.58	Significant
5. Inability to effectively search for relevant current literature for course content.	3.71	0.69	Significant
6. Inability to use internet-backed social media in the teaching of subject matter.	3.67	0.92	Significant
7. Inability to assess student assignments online	3.92	0.65	Significant

Table 1 shows that low level of knowledge in internet usage, inability to use presentation software such as Microsoft PowerPoint and low knowledge level in using computers to teach are significant skill gaps that hamper lecturers in the effective use of blended learning method in delivering entrepreneurship education. These are evidenced by their mean scores being above 3.50. Furthermore, the results show that an inability to make effective use of internet-backed social media and inability to assess

student assignments online are significant skill gaps that hamper the effective utilization of blended learning in teaching Entrepreneurship Education.

Research Question 2: What are the challenges that militate against the effective implementation of blended learning in instructional delivery of entrepreneurship education?

Table 2

Mean response of respondents on Challenges facing effective Use of Blended Learning Approach in Instructional Delivery

S/N	Specific Challenge	X	SD	Remarks
1.	Tutor attitude towards blended learning method for teaching.	3.65	0.71	Significant
2.	Limited access to computers and other ICT facilities for teaching and learning.	3.33	0.32	Not significant
3.	Lack of training in teaching with ICT packages	3.92	0.81	Significant
4.	Inability to assess student performance of tasks via online virtual platforms.	3.71	0.55	Significant
5.	Negative bias towards non-conventional forms of teaching.	3.55	0.58	Significant
6.	Student scepticism towards the combination of conventional and unconventional forms of learning.	3.46	0.48	Not significant

7. Negative bias of students towards the use of ICT based form of learning. 3.71 0.65 Significant

Table 2 shows that the attitude of lecturers towards the use of blended learning method for teaching and a lack of training in the use of ICT packages are significant challenges that militate against the effective use of blended learning method of teaching entrepreneurship education. Furthermore, negative bias towards non-conventional forms of teaching on the part of lecturers and

student scepticism towards the combination conventional and non-conventional forms of teaching equally militate against the effective use of blended learning in teaching of entrepreneurship education

Research Question 3: What are the remedial measures that can be used to ameliorate these challenges?

Table 3

Mean Responses of Measures to Ameliorate Challenges to Use of Blended Learning

S/N	Remedial Measure	X	SD	Remark
1.	Training of tutors on ICT packages for teaching	3.81	0.76	Significant
2.	Re-orientation of tutors towards adopting blended learning method of teaching.	3.76	0.65	Significant
3.	Educating tutors on the benefits of using the blended learning approach to teaching.	3.92	0.83	Significant
4.	Giving students assignments to be done and submitted via online platforms.	3.74	0.68	Significant
5.	Including student presentations as part of course continuous assessment.	3.82	0.57	Significant
6.	Periodic free training of students on the use of ICT packages for learning.	3.76	0.68	Significant
7.	Educating students on the benefits of being taught via blended learning approach.	3.77	0.59	Significant

The results from table 3 shows that training lecturers periodically and also sending them to refresher courses on the use of the ICT for teaching mitigates the challenges that they face in using blended learning forms of teaching. Furthermore, the findings also

show that the use of ICT based presentations to teach and giving internet and presentation based assignments to students significantly ameliorates the challenges that are faced in the use of blended learning forms of teaching entrepreneurship education.

Test of Hypothesis

Table 4

One hypothesis was tested for the purpose of this work. The result is shown below

t-test hypothesis for Blended learning Approach in increasing student level of interest in Entrepreneurship Education

S/N	Item	X	SD	t-value	Sig
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1. Blended learning increase student interest in entrepreneurship education	3.68	0.69	1.510	0.132
2. Blended learning improves rate of student assimilation of topics taught in the subject.	3.81	0.71	2.742	0.893
3. Student task performance is improved.	4.06	0.84	0.135	0.285
4. Blended learning improves student participation in the teaching and learning process.	3.92	0.92	0.124	0.314
5. Blended learning improves quality of assignments submitted by students in the subject area.	3.74	0.65	2.182	0.815
6. Course content is dynamic as new topics are periodically added to subject.	3.62	0.72	0.138	0.295
7. Blended learning improves curriculum innovation	3.76	0.82	0.233	0.133

Table 4 shows that blended learning method increases student interest in entrepreneurship education. We therefore accept the null hypothesis that effective use of blended learning approach to teaching increases student level of interest in entrepreneurship education and reject the alternative hypothesis that blended learning approach to teaching does not increase student interest in learning entrepreneurship education.

Discussion of Findings

The study revealed that there are skill gaps that exist on the part of program instructors (lecturers) that militate against the effective use of blended learning for instruction delivery. These skill gaps include low level of knowledge in the use of the internet, low level or inability to use ICT equipments such as computers in teaching and an inability to make presentations using

Microsoft Powerpoint. This is in line with the opinion of Griffin (2006) and also the findings of Regha (2015) who was of the view that relative low level of knowledge of ICT utilization hampers educationists from using blended learning model to teach students. This is so because the computer and internet play key roles in optimal use of blended learning, thus it is important that both teachers and students are able to use them effectively. Furthermore, inability to

assess students' subject performance via the use online platforms poses a serious challenge to lecturers. This has become a key skill gap that has made it difficult for lecturers to effectively utilize blended learning approach for instructional delivery of entrepreneurship education in tertiary institutions in Anambra State. In addition, results show that this skill gap cascades into a low level ability to use internet based social media for teaching and also the use of internet for gathering relevant modern literature for research. These are in consonance with the postulations of Gachanga, Nganga and Maina (2016) who opined that inability to use internet based platforms for research, teaching and assessment poses a great challenge in developing countries, especially Africa in the effective utilization of blended learning methods of teaching.

The study found out that tutor attitude towards unconventional forms of learning, negative bias on the part of students and inability of students to perform academic tasks online are significant challenges that militate against the effective use of blended learning approach to instructional delivery. This is in agreement with the findings of Nsofor, Umeh, Ahmed and Sani (2014) who mentioned that there is need for reorientation of educators to embrace more creative forms of teaching in order to stimulate student interests. Furthermore, the table shows that there is a negative bias on the part of students

against the use of innovative forms of teaching, including the use of ICT. This is in consonance with the findings of Regha (2016) who mentioned that due to a relatively low level of ICT utilization on the part of students, there is a negative bias and lethargy towards learning via the use of ICT based platforms.

The study further found out that training and refresher courses for instruction givers (lecturers) by school management, encouraging lecturers to give assignments that require presentation and utilization of ICT and refresher courses for students on how to do presentations are significant measures that ameliorate the challenges of using blended learning in instruction delivery. Furthermore, educating both lecturers and students on the advantages of the use of blended learning in instruction delivery of entrepreneurship education significantly ameliorate the challenges involved in the effective use of blended learning for instruction delivery. This is in consonance with the postulations of Griffin (2006) who mentioned that the use of innovative forms of teaching such as the use of PowerPoint presentations helps lecturers in getting used to blending various forms of teaching. Furthermore, student presentation assignments encourage the students to learn and improve on their PowerPoint presentation skills and thus aid the improvement of the blended learning approach to teaching and learning. Furthermore, these findings are in line with the postulations of Asiyai (2013) who mentioned that the effective use of ICT based forms of learning and the encouragement of student centred learning by giving students assignments done via presentations improves the quality of instructional delivery of business education and other related subject areas.

Conclusion

The blended learning method of teaching is a combination of classroom method of teaching and virtual forms of program delivery in order to make for optimal level of program delivery. This method makes use of the internet, computer packages and also social media for delivering classes and topics. Research has shown that some students tend to lose focus when lesson delivery is done only via the classroom, but a mix of teaching methods brings about more interest, increasing the rate of assimilation and understanding on the part of the students. Furthermore, it is imperative that lecturers and students have up to date ICT utilization skills in order to effectively use it in the teaching and learning process.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Training of teachers in ICT skills required for teaching students via virtual platforms. This will be implemented by tertiary institutions in partnership with the private sector.
2. There should be a re-orientation of lecturers and students in accepting blended learning method of teaching and learning. This could be carried out by the management of tertiary institutions and also individual faculties and departments by sensitization exercises and programs.
3. The delivery of some topics and assignments using a combination of classroom method and blended learning in order to infuse dynamism into the learning and teaching process. This can be implemented by implementing a policy of teaching a given percentage of assignments to be done via presentations using PowerPoint.
4. Periodic training of lecturers on refresher courses that will enable them to keep abreast with modern

forms of teaching and assessing student assignments and presentations.

5. Periodic training of students on the use of ICT and virtual platforms for learning and gathering literature for research. This will enable the students to have a better grip on how to do presentations.

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